ABOUT THE PERSONALITY – CENTERED MODEL FORMATION OF THE EDUCATIONAL SYSTEM ON THE BASIS OF THE NEURO-LINGUISTIC CHANGE LEVELS

BERDIMURATOV TEMERKHAN BAIBOSYNOVICH

Kazakh-Russian International University, Kazakhstan

ABSTRACT

Presented in article the model of educational system on the basis of the theory of logical levels of personal changes G. Beytson, B. Russell and R. Diltsa is based on the individual models of self-training of one student, models of self-training of educational group and accordingly all university as a whole. This model is developed with a bearing part on probes of micro macro-meta technological level of mental strategy of the person (River Dilts) in such a way that micro models of self-training of each separately taken student, educational group are united in uniform complete model of educational system of university. Pictures of success or not success of concrete experience of training of a certain group give to heads of university, as well as students' opportunity to build training and self-training processes taking into account gears of scientific knowledge and self-knowledge, improvement of individual cogitative and behavioural strategy.

Development of the similar models which are under construction on values of students and structure of their belief, forming their "world models", promote in active degree to creative developments of the identity of students, their identity as future experts.

"Cross disciplined model of teacher's and the student interactions in the class" is presented in article(Annex 3), a model fragment "Personal profile of the student" (Annex 2) as examples and samples for carrying out microprobes of sensor representative systems, features of brain functioning, types of thinking, nuances of personal perception, etc. "that allows to reveal features of individual thinking and cogitative strategy of students as a whole, and also models such actions of participants of educational process, promoting the correct organization of students on perception of information, to its processing, storage and reproduction, activity at the lesson, to creation of optimum mood, etc. and, finally, forms the creative atmosphere for all participants of educational process. Similar microprobes are available and easily feasible by heads of educational institution of any rank, as well as students as to active creators of the study and life.

KEYWORDS: Educational System of University, Logical Levels of Changes, Individual Models of Self-Educating, Micro Macro-Meta Technological Level of Person' Mental Strategy, Micro Models of Self-Educating, Cogitative and Behavioral Strategy, Cross Disciplined Model of Interaction, Personal Profile Model, Sensory Representative System
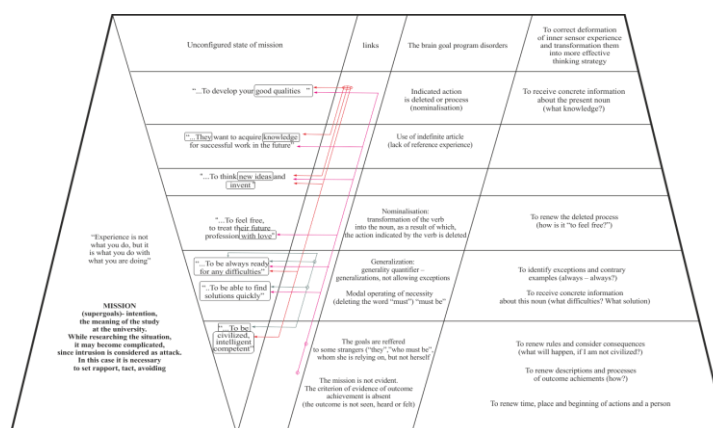
INTRODUCTION

While developing the university's educational system model on the basis of neurological change levels, it is rational to divide the whole learning technology into **micro-, macro and meta-technologies.**

The presented university educational system model consists of three levels of students' mental strategies – micro-technological, macro-technological and meta-technological levels (Annex 1).

Annex 1

The major task that we faced was to create a personality – centered educational process on the basis of the development of individual self-education models of a student, self-education models of a training group and consequently, the whole university. In accordance with it there compiled educational system model on the basis of neurological change levels.

This model is based on new progressive direction in psychology - the Neuro-Linguistic Programming (NLP), which was founded about twenty years ago. NLP is a well balanced system of changes in a person, which has been successfully used in educational contexts recently. This direction was originated at the turn of several cognitive sciences such as cybernetics, psychology, linguistics and neurobiology. NLP is closely tied up with the names of outstanding American psychologies: Richard Bandler, John Grinder, Lewis Cameron, Robert Dilts and Judith DeLozier etc.

The developed educational system on the learning model built on the cognition process analysis both within the framework of a specific student's personality and the university's specific learning model is based on the "Neurological levels" model developed by Gregory Bateson, Bertrand Russell and Robert Dilts.

As it is known, the present model consists of several logical levels arranged in a hierarchical way starting with the highest one:

- Mission (super-goal) – destiny, meaning of life;

- Identity – individuality, uniqueness;

- Values and beliefs;

- Capabilities, strategies;

- Behavior (actions), states (skills);

- Environment (social context) – educational space.

Based on the model of "Logical levels" R.Dilts we have developed a "Personal profile of the student," a system which gives an idea of the individual characteristics of the student (Annex 2.Fragment "Mission").

Annex 2

The Mechanism of identifying patterns of the brain program disorders and transforming them into more effective thinking strategy

MISSION

The micro-technological level of the students' mental strategies is identified by studying the students' subjective experience. Sensory representational systems, aspects of functional independence of the left and right cerebral hemispheres, thinking type, and intelligence type etc., i.e. basic elements of individual processes of information perception, processing, keeping and representation are referred to the micro-technological level of mental strategies.

During the study of the subjective experience of the learners found out the nuances of personal perception and characteristics of individual thinking; the most universal learning strategies are developed by identifying the aspects of personal perception and individual thinking while retaining the individuality.

Micro – technological level can link educational technology of university and the student's thinking strategies.

Methods, methodologies and algorithm of the teacher's work can easily be developed by identifying the **student's thinking micro strategies** and this is the micro-technological level of learning.

The macro-technological level is presented in the learning strategy as a complex of micro-technologies of different levels built –in the model.

The meta-technological level, which is essentially the learning strategy, consists of micro-and macro-technologies connected with each other and these connections in different mutually dependent constructions and corrections are their change strategies and methods and finally, they become the operated pedagogical model. The totalities of levels are the educational environment of the specific institution.

So, the university's educational process model would unite **the learning/self-education micro-models of each student in whole, which would totally form the learning/self-education micro-model of the group of students as its integral creative part. And correspondingly, the whole university's educational model consists of the learning micro-model of the group of students and the learning micro-model of each student.**

During joint study, a student and a teacher both understand their successful and unsuccessful specific experience. It is better to do that using a specific assignment in contrast to a situation when the student describes his experience from memory.

Basing on specific generalizations, it is possible to organize a talk with students to identify types of strategies they use in their experience.

Although such procedure seems to be time-taking, it does not take a lot of time, if it is used regularly.

The identification of strategies may positively alter learning micro-technologies to a considerable degree.

Creatively integrated into the educational process in its initial stages, they can significantly contribute to positive change for the next meta-technological level and generally on the model of learning in the university.

The student has to develop a precise and clear thinking and a behavioral strategy for doing his assignments **at the level of specific actions and behavior in the environment context.**

Thus, our approach to teaching students in the system of personality - centered education, which is widely-known in pedagogy at present, is built on the "Conception of neuro-logical levels".

In this sense, in our understanding the university's personality – centered model is distinguished **from the other present models**, in the first place, **by giving a student the freedom of choice in the learning process. Within its framework, it is not the student who adjusts to the teachers' developed style, but the teacher adapts his work techniques and methods to the student's cognitive individual learning style. (Annex 3 Cross disciplined model)**

The student and the teacher are the subjects of personality – centered learning model. The purpose of educational process is **to develop the student's personality, individuality and uniqueness so that he will become a future specialist and an active creator.**

The learning process is built on **the student's values** and **structure of his beliefs,** on the basis of which he forms his "internal model of the world". At the same time, learning and self-education processes are in mutual agreement taking into consideration the student's perception and self-knowledge mechanisms and thinking and behavioral strategies.

Hence, the present model pays a special attention to the identification, description, generalization and introduction of the students' successful thinking and behavioral strategies in teaching experience. And it is they must be reflected in the educational technology.

Annex 3

The cross disciplined model a teacher and a student's actions during the class

Class Stage	Teacher's Actions	Procedures on Actions Implementation	Student's Actions	Student's Documentation During the Class
Beginning of theclass	1. To organize students for information reception - through relaxation session; - or according to Jacobson's method (neuro-muscle relaxation); - by creating active work from the very beginning of the class - by creating good mood	- music in baroque; - positive installations; - installations for face and body muscles relaxation; - installation for breathing relaxation; -relaxing associative images; -slow speech rate, appropriate voice timbre and pitch. -7 exercises according to Jacobson. -physical exercises to music -juggling of left-right hand; -massage of hands. -self-confidence strengthening - singing; -unexpected surprises, guests (a spontaneous project, for instance, "The day of old traditions", "Exhibition", "Studying works" etc).	1.A student's condition – maximum attention, concentration, interest; - the state of relaxed attention, calm, smooth breathing, heart beating – 50-70 strokes per minute; - the state of vigor, activity and good mood; - the state of self-confidence, confidence of one's opportunities, good mood, maximum interest in further development of the class	
	2. To define the main goal and tasks of the class - to increase practical content and specific information using case studies; -to invite businessmen, specialists of companies and other experts as guest speakers for sharing knowledge and skills with students; -to diversify teaching methods, to use video and audio equipment.	-a teacher determines herself; - or founds out what students want to receive from the class giving them a choice	2.The student understands the meaning of his presence in the class -shares his teacher's opinion or expresses his own wish to learn or to discuss something.	
	3. To agree on the definition of the main goal of the class with students	- the hierarchical pyramid of needs by Abraham Maslow; - the 12 perfection	3.The student expresses His opinion whether the goal and tasks of the class meet his personal	

		commandments; - the actuality and practical importance of the class goal according to the principles "learning from business", "learning by practice".	interests and needs.	
	4. To introduce the thesaurus of the key terms and concepts of the class.	- the synchronization of heart beating, breathing rate and brain waves – bringing in the alpha - state (relaxation); - or relaxation according to Jacobson	4. The student studies the list of terms and scientific concepts for using them further during class discussions or practical works implementation in the project.	-Thesaurus of key terms and scientific concepts of the class.
	5. Preparation for transferringto the new stage		5.The student's condition-maximum attention, concentration, interest: - the state of relaxed attention,calm, smooth breathing, heart beating – 50-70 strokes per minute; the state of vivacity and good mood.	
The main part 1 - introduction to the material	1. To present the material stage by stage. 2. To activate material presentation process. - to invite businessmen or experts, who are not related to education in order to examine and assess students' presentations, speech, and papers; - to increase the opportunities of international experience by inviting representatives of international business or specialists to teach and do research; - to work with companies to define highly prioritized issues for discussions and research at the classes, seminars and conferences in cooperation with enterprises.	- to divide the material into parts in advance; - to think out students' states frequent change in advance during stage by stage material input; - to demonstrate visual images (memory maps); - to make the material easier to perceive and understand; - to create right associations for better understanding and keeping information in memory; - to ask students to take notes in the form of memory maps; - the synchronization of heart beating, breathing rate and brain waves– brining in the alpha - state (relaxation); - or relaxation according to	1.The student structures theinformation perceived–selects main and satellite information. 2.The student perceives information using right associations; - the student understands the meaning of information to the limit; - the students memorizes information easily; -the student fixes the interrelation between information in the form of symbols and graphical signs. 3.The student's condition – maximum attention, concentration, interest: - the state of relaxed attention, calm, smooth breathing, heart beating – 50-70 strokes per minute; the state of vivacity and good mood.	- memory map of the information perceived

	3. Preparation for transferring to the new stage	Jacobson - by creating active work - by creating good mood.		
The main part 2 - materialfixation and repetition	1. To repeat the material introduced.	- the students' memory maps presentation - playing games to reproduce the material introduced; - practical exercises conduction (to compute and solve a problem, to create a situation, to give one's own definition etc.); - to conduct a testing; - to search for creative solutions according to "the 32 verbs of innovations" method, "AHA" method, "Kaisen" method, "the 6 mental buttons" method, "Scamper" method (quick search, striking), "the 15 destroyers of standards"; - individual exercises in accordance with an individual leaning style.	1.The student reproduces and demonstrates his understanding of the information received in front of the audience: - by demonstrating his memory maps; - by participating in a playing situation and performing his role - by doing practical exercises and tests independently.	-written practical exercises, tests during the class
	2. To develop students' creative thinking - to reduce theory and educationalmethods use, to increase practical content and specific business information using case studies; - to introduce tests – tasks based on the skills that require creative responses making students think critically instead of reproducing the materials memorized.		2.The student carries out several teacher's tasks, where it is necessary to demonstrate extraordinary thinking, ingenuity, reaction speed, creativity: - the student receives a task (several tasks) from his teacher for independent work or in a group for further presentation of work results in front of the audience and for further assessment.	-written practical individual group exercises during the class.
	- or according to Jacobson's method (neuro-muscle reaction);			

	3. To attract students to study according to the principle "to study by teaching others".		3.The student helps the teacher to conduct the educational process during the class, performing some functions of a teacher assistant (at teacher's discretion)	
	4. Preparation for transferring to the new stage		4.The student's condition –maximum attention, concentration,interest.	
Conclusion	1. To define a task for the student's independent study	-information search (on condition that the student is provided with the methodical material "How to conduct information search?, "Which information is necessary to collect? etc. -information study; - practical works performance; - whether they got pleasure from the class; - what they learned; - their attitude to the things happening during the class; - to resume and assess students' activities (active and passive).	The student receives (writes down) tasks to study independently understanding the necessity to do this work torealize his own desires and needs: - to search for and study information, or to perform practical works 2.The student expresses his opinion concerning the class: - Did he like or dislike the class? - Did he get much benefit from his presence in the class? - What did he learn today? - What did he understand today? Etc. 3.The student makes a conclusion for himself in advance whether it is important for him to participate at the next class.	-tasks for independent study

REFERENCES

1. Alder H. (2000). "NLP self-taught. NLP Training". Moscow.

2. Alder.H. (2001). NLP in action. Piter.

3. Alder G. (2000). NLP self-taught. NLP Training Center. Moscow.

4. Andreas S. (2007). Effective psychotherapy. Patterns of magic of Virginia Satir/Steve Andreas. - St. Petersburg: Prime-EVROZNAK.

5. Andreas S., Gerling, K., Faulkner C., Halbom T., Mac Donald R., Schmidt D., Smith S. (2000). Mission of NLP: the newest American psycho technologies –Translation from English. - M.: Institute for Humanities Research.

6. Ananiyev B.G. (1969). A Person is as an Object of Knowledge. LSU.

7. Afanasiyev V.V. (2001). Designing of pedagogical technologies//Higher education in Russia.

8. Bateson G. (2000). Ecology of Mind. Selected papers in anthropology, psychiatry and epistemology/Translation from English. M.: Smysl.

9. Bloom F., Leiserson N., Hofteder L. (1988). Brain, mind and behavior. Moscow.

10. Dilts R. (2001). Modeling with NLP. Saint-Petersburg: "Piter".

11. Crishnamurti J. (2003). Education and the meaning of life. Moscow: "Sofia".

12. Russell B. (2001). Human knowledge. Its spheres and borders. Kiev. Nika-center. Moscow. Institute for humanities researches.

13. Hirlo H. (2007). Dictionary of symbols. 1000 articles about the most important concepts of religion, literatures, architecture, and history / translated from English F.S.Kapitsa, T.N. Kolyadovich. - M, ZAO Tsentrpoligraf.